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AN EVALUATION OF THE SERVICES OF THE BOSTON UNIVERSITY
DEPARTMENT OF COUNSELLING TO ITS NON-UNIVERSITY CLIENTS

Submitted by

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(B.S. Ed., Hyannis State Teachers College, 1943)

In partial fulfillment of requirements for
the degree of Master of Education

1945

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APPENDIX

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CHAPTER I

INTRODUCTION

Statement of the Problem -- When a counseling service has been in operation for a period of years, and several hundred individuals have come to it with their problems, those responsible naturally raise a question about its effectiveness. If that service is to maintain its rightful place in the community it should take steps to appraise its work periodically and try to determine to what extent its influence has been felt by those clients whom it has served.

Any counseling service which purports to assist or "guide" an individual in choosing his life work, or help him to make the proper adjustment to life, faces the responsibility also of strengthening its service to the extent that it can continue to assist former clients. Counselees should be made to feel that they are welcome to return for further guidance at any time that they may so desire. No counseling service can be made so sufficient at any time that improvements cannot be made.

This study is an attempt, by an analysis of recorded case data and questionnaire findings, to

determine to what extent the so-called "outside cases" of the Boston University Department of Counseling Service have been assisted in the solution of their problems, and under existing conditions what suggestions might be made to improve its services, not only for those who have been clients but also for those who might come in the future. The scope of the problem is comprehended in the following questions:

1. What are the expressed and implied objectives of the counseling service?
 2. Who were the clients who came to the department; and how did they happen to come?
 3. Have these clients been helped in formulating their plans for further training and advancement?
 4. Was the counseling, as given, beneficial in their opinion? Do they desire further counseling? In what ways and the counseling service continue to help these individuals?
 5. What suggestions have they to offer for the improvement of the service?
 6. Is the Department of Counseling Service meeting its objectives in regard to its non-university clients?
- Limitations of the Study.-- This study is limited to the special group of clients designated as "outside cases" as found in the office of the department.

The case records of all of these "outclass cases" were analyzed. I subsequently selected the best to a selected group of these non-university clients. Only those who had completed the service were to be included in the study group. All clients of this selected group had had a preliminary interview, had completed the testing, and had been counseled after the tests had been interpreted to them. The questionnaire was not sent to those cases which were referred to other agencies or individuals for counsel, such as the clinical psychologist, a psychiatrist, or a remedial reading clinic.

The study is further limited to the group of non-university clients who came to the Department between September 1, 1943 and September 1, 1944, because, for the sake of comparison, it was found that the data on these clients were the most uniform of any period. Because of the recency of the counseling for these clients, no attempt to evaluate the ultimate results of the counseling is being undertaken. What the final adjustment of these individuals will be is not within the scope of this study. It is an effort to determine the contribution of counseling in helping clients to take at least the first step toward their ultimate goals. Within these limitations, then, this is an evaluation of the testing and counseling of the Boston University Department of Counseling Service.

CHAPTER II

THE NEED FOR EVALUATION

The need for evaluation in research.-- Difficult as the task might be for the research worker, it is being recognized that guidance must face the process of scrutiny and evaluation if it is to sustain its place as a public service. In this field, as well as any field which is dealing with human destinies, nothing should be taken for granted. It cannot unreservedly be said that guidance and counseling is the most effective means of helping an individual without first making an effort to find out if this form of service really does work.

The literature on guidance and counseling abundantly points out that evaluation is needed. To quote from one of the Adjustment Service studies:^{1/}

Guidance has now reached the stage where it must face frankly the task of making more objective and quantitative appraisal of its work.

The evaluation should be as objective as possible, and therefore, might better be done by someone who does not have a direct personal contact with those persons

1. Seipp, Emma, A Study of One Hundred Clients of the Adjustment Service. New York: American Association for Adult Education, 1935, Foreword.

who have been counseled. The appraisal should be not only quantitative but also qualitative. Statistical tabulation of facts gathered on clients or counselees should be only secondary to the whole process of evaluation. But to justify its continuance as a phase in education we must, ourselves, be aware of its strengths and weaknesses. As Gilbert Arenn, in his "Recent Research on Counseling", says^{1/}:

If counseling is to be justified as a phase of higher education, we must prove that it works, and must ourselves, be aware of its weaknesses.

Williamson and Rahn, in their book on high school counseling, caution against complacent acceptance on the part of the administration. They write^{2/}:

In a typical secondary school, administrators seldom make use of the research which is available; nevertheless, it is a direct responsibility of the conscientious administrator to evaluate the outcome of his program.

We should know what problems are being adjusted and to what extent. We should have some basis for judging the effectiveness of counseling.

1. G. Gilbert Arenn. "Recent Research on Counseling." Report of the 10th Annual Meeting of American College Personnel Association, (February 1939), 98.

2. E. C. Williamson and E. E. Rahn. Introduction to High School Counseling. New York: McGraw-Hill Book Company, Inc. 1940, p. 262-263.

Only as he evaluates from available information can the administrator justify the existence of the program in his school. If he is to avoid a complacent satisfaction based upon his own hunches and feelings, much effort must be made to study personnel work in an objective and critical manner.

Research should become an integral part of a guidance program and evaluation should play an important part in strengthening it. In pointing out the services needed in a good guidance program, Myers says:^{1/}

Still another service which is essential to the success of a comprehensive program of vocational guidance is that of research....It includes, (also), evaluating the techniques and methods used in other services. It is not so much a service to the individual as it is to the program as a whole. It is concerned with checking up on the effectiveness of other services and discovering their strong and weak points with a view to strengthening the program.

In schools, and elsewhere, guidance has come into prominence but there still exists a degree of healthy skepticism. Unless industry and society can be convinced that it has value, it will pass like many other educational fads. Studies attempting to prove that it does work, will have to be made.

In their critique on the methodology of experimentation in the evaluation of guidance, Williamson and

1. George L. Myers. Principles and Techniques of Vocational Guidance. New York: Mcraw-Hill Book Company, Inc. 1941-p. 196.

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Bordin introduce their paper by bringing out the need of evaluation before launching into the experiments in methodology. They say:

With increasing attempts to systematize the concept of counseling, to describe its techniques, and to delineate its objectives, the need for evaluative studies has become insistent. Descriptions of programs of vocational and educational counseling usually close with a summary statement that further improvement in this field is dependent upon evaluation studies. In other words, currently used techniques of counseling must be subjected to scrutiny and evaluation in order that more effective ones may be developed.

According to the Committee on Ethical Practices in Vocational Guidance Agencies, ^{2/} good follow-up procedures should become one of the principles of any agency doing vocational guidance. This would be true, not only of a public agency, but of a vocational department in any school or university. To quote:

The greatest weakness of most agencies

1. L. C. Williamson and M. S. Bordin, "The Evaluation of Vocational and Educational Counseling: A Critique of the Methodology of Experiments," Educational and Psychological Measurements, 1 (January 1941), p. 5.

2. "Criteria for Appraising a Vocational Guidance Agency," Report of the National Vocational Guidance Association Committee of the Ethical Practices in Vocational Guidance Agencies, Jesse H. Davis, Chairman, Occupations, 24 (November 1941), p. 64.

is the failure to follow up the results of the service. Guidance practices will always be questioned until sufficient objective evidence of their value is on record.

From the few foregoing quotations it is apparent that the need for some kind of evaluation or appraisal of guidance practices is a recognized requirement for a counseling program. In order to make evaluation possible, however, some program of action must be carried out by the individual who has been counseled. Unless he has done something as a result of his guidance, no amount of follow up on that individual would prove that the counseling had or had not been effective.

Difficulties of evaluation.-- Acknowledging that the evaluation of guidance is a necessary part of the program, does not imply that it is an easy technique to employ.

Many difficulties are involved in the making of an effective evaluation. Guidance does not easily lend itself to scientific experiments. Such methodology implies the necessity of a control factor. The lack of an adequate or all-inclusive criteria is another of the limitations which the research worker in appraising guidance must face. Therefore, granting that the effectiveness of guidance will in the future

depend upon research in the area of evaluation, the problem still is that of finding an adequate methodology of research. More studies on the methods of evaluation are needed. It is so important, nevertheless, that we cannot wait until such time as an effective method has been developed. A few studies, attempting to appraise the value of guidance, have been made, and it is well to look to them for help and suggestions.

One of the first large-scale attempts at appraisal was made by the Adjustment Service, an experiment in adult guidance, carried on in New York City from February 1933 to May 1934. Four of the twelve volumes describing this experiment in guidance are devoted to appraisal in some form. Each one of them make mention of the difficulties encountered in making an adequate evaluation. Miss Coipp, previously quoted, says:

This does not mean that it [guidance] can be evaluated completely in terms of its ultimate results. Much of the value of guidance is, and will continue to remain, intangible, and its worth impossible of complete quantitative determination. Moreover, it is impossible to set a time limit within which the total values of guidance will become obvious. Certain results

1. Miss Coipp, A Study of One Hundred Clients of the Adjustment Service. American Association For Adult Education, New York, 1935. Foreword.

of the guidance may appear soon after consultation with advisors. Other results may seem too remote as to appear to have little relation to the original guidance process, although there may actually be such a relationship. These problems make it easy to understand that any sort of evaluation is exceedingly difficult and limited.

In another of the Adjustment Service studies, we find the following quotation:

No way has yet been devised to measure the value of a counseling service in terms of its results. The process of the adjustment of an individual to his environment is continuous throughout life. The old theory of fitting the square peg into the square hole is untenable because both individual and environment are constantly changing variables.

Each of these authors bring out the time element which is an important consideration in evaluating the effectiveness of the counseling process. It is true that the question of optimum time interval will vary with each individual. With some the effectiveness of the counseling may take place at once; with others the results may not be in evidence until a much longer time has elapsed. Influences, outside of the counseling situation, may result in diminishing the effect of the counseling; others may facilitate the effect. Fur-

I. S. S. Hawkins, Clients' Impressions of the Adjustment Service. Report of the Adjustment Service Experiments, American Association for Adult Education, New York, 1922. Foreword.

ther investigation on the effect of intervening time between the counseling and the subsequent adjustment of the individual is needed.

Complete objectivity in evaluating counseling is an almost unattainable goal. It may be possible to measure the effectiveness of guidance in terms of what the individual is accomplishing because of the suggestions made by the counselor, but that does not take into consideration more important results such as increased knowledge of opportunities, greater insight, increased self-confidence, or better understanding of self. What the emotional reaction of the individual might be would be well nigh impossible to evaluate. These are just some of the intangible values of counseling which make evaluation difficult.

Briefly summarizing the inadequacy of evaluation, Williamson and Kahn in their book say:

Evaluation of the effectiveness of personnel work can not as yet be accurate. The problem is so broad and reaches into so many areas that present techniques cannot give valid and comprehensive information.

Methods of evaluation.--- If guidance is to be evaluated, how then shall it be done? Some of the

I. I. C. Williamson and W. M. Kahn. Introduction to High School Counseling. New York: Mc Graw-Hill Book Company, Inc. 1947, p. 232.

difficulties of such a procedure have been previously pointed out. We may agree with those who maintain that in attempting to evaluate guidance techniques, recognized research methods should be employed. Any attempt to appraise guidance and counseling by experimental or scientific methods is inviting almost insurmountable barriers. In reviewing the studies, thus far attempted, Williamson and Bordin have emphasized the fact that an impediment to more exact evaluation is the

inability to control the conditions for an adequate test of counseling. Most attempts at controlling the variables have not with little success. They have taken a somewhat pessimistic attitude toward the progress that has been made toward adequate scientific evaluation, maintaining that its effectiveness has been impeded by the types of attitude held by personnel workers. The first, they say, is that of the arm-chair type who maintain that counseling is held to be self-evident. The second is that of the personnel worker who maintains that counseling cannot be evaluated because any attempts to study it will create an artificial situation, which will not even remotely resemble the real counseling situation. So far it can be said that attempts to measure the effectiveness of guidance by the scientific method have not produced sufficient evidence that it can

be done satisfactorily.

As suggested by the Vocational Guidance Association Committee, follow-up should become one method of judging the efficiency of a service. Follow-up of former clients is a requisite if a guidance service is to acknowledge that guidance is a continuous process. Guidance is a process that never ends, and since a person needs the help of a guidance expert, he should be made to feel that his life plan has not been drawn in a single interview, but that he can return for further help when he so desires. Another important feature of the follow-up technique is that clients' expressed opinions are important in the evaluation process. As Gilbert Wrenn says:

Let us have more studies using student reaction as one factor in the evaluation of counseling. The customer is not always right, but the customer's attitude is always a factor that deserves evaluation.

This suggests the continuing need for evaluating counseling in terms of the opinions of those persons who have been counseled. Their reaction, their attitudes, and their suggestions are and will continue to be an important part in the whole problem of evaluation.

J. V. Gilbert Wrenn, "Recent Research on Counseling," Report of the Sixteenth Annual Meeting of the American College Personnel Association, (February 1939), 73.

The approach used in this evaluative study is one wherein the clients' judgments of quality of counseling received have been solicited, analyzed, and reported.

The present work in this direction is the
first of a series of papers on the
subject of the theory of the
relativity of simultaneity.

In the first part of the paper we shall
consider the case of two events which
are simultaneous in one system of
reference. We shall then show that
these events are not simultaneous in
another system of reference which is
moving with respect to the first.
This result is in accordance with the
theory of relativity.

In the second part of the paper we shall
consider the case of two events which
are simultaneous in one system of
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consider the case of two events which
are simultaneous in one system of
reference. We shall then show that
these events are not simultaneous in
another system of reference which is
moving with respect to the first.
This result is in accordance with the
theory of relativity.

CHAPTER III

A REVIEW OF SELECTED FOLLOW-UP STUDIES

Relevance of Follow-up Studies.-- Leaders in the field of education have, during the last two decades, been fully aware of the value of follow-up studies in evaluating their school programs. This is evidenced by the great number of follow-up studies which have been the subject of several masters' theses and doctoral dissertations. Andree^{1/}, in his study, reported that he investigated 500 distinct follow-up studies made during the years 1840 and 1911. The majority of these studies he found to be comparisons of post-school activities with in-school experiences, wherein the investigators were hoping to find the relationship, or lack of relationship, between the academic training and the post-school activities. By these means attempts have been made to appraise present educational practices.

The reader is referred to the excellent summary of these follow-up studies of school leavers in Mr. Andree's thesis. Included in his review are general summaries of

1. Robert A. Andree, "A Post-School Youth Service for the Modern Secondary School." Unpublished Doctor's thesis, Harvard University, School of Education, 1942.

a selected group of these 500 studies.

In evaluating these reports, Dr. Andrea contends that most of them show the same obvious weakness, in that those responsible for follow-up have usually been content to look back at flaws in educational practices, when they should have added a forward look to see adjustments for youth who need post-school guidance. His main thesis is that a follow-up should compute strengthening by further action, and by extending the counseling opportunity to youth in the post-school period who feel the need for further guidance. Only in this way, he maintains, can follow-up be a service rather than just a study. He found that far too many of these studies tended to lose the individual who was being followed up in a maze of statistics. "Data," he says, "must be useful; the collection of facts merely to make reports to superior officers is not justifiable."

Further proof of the great prevalence of follow-up studies may be seen from the large number of references to these studies in educational and guidance bibliographies. Those on school-leavers, attempting to determine the value of the school curriculum in relation to the students' occupational or educational status, far exceed those which have been made attempting to evaluate school guidance programs. There is an even greater dearth of

material dealing with the evaluation of guidance on the post-school period to the adult level.

Follow-up on Post-school Guidance.-- Counseling and guidance on the adult level is not new. There has always existed a desire for persons of all ages to seek advice and expert counsel on the problems which have confronted them. Within the last two decades, the importance of establishing agencies for adult counseling has been evident. Great impetus was given this movement, when in the early part of the thirties, the University of Minnesota made their study^{1/} on the unemployment problems of adults. This study was made during the depression years and resulted in an increased appreciation of the need for adult counseling on a professional basis. The depressive years may not have created the need for adult counseling, but it did tend to emphasize the necessity, and brought it forcibly to the attention of educators and industrial leaders. Could agencies be set on to open their doors to individuals for the purpose of giving counsel on unemployment and adjustment problems. These interested groups began to recognize that problems were not entirely of an economic origin, and could not be attributed entirely to the depression. Many

1. Donald W. Peterson, "The Minnesota Unemployment Research Project." Personnel Journal, 3, 310-326.

of these problems, they believed, had their roots in faulty personal adjustment, and the depression merely intensified them.

One of the pioneer experiments in setting up an adult counseling bureau was the Adjustment Service of New York City. The American Association of Adult Education has published a twelve-volume report^{1/} on the work of this project. For any one interested in the field of adult counseling and guidance this whole series makes worthwhile reading. The author regrets that publication of these valuable reports has ceased although the volumes mentioned may be found in many university libraries.

The first of these volumes^{2/} gives a general summarization of findings as reported by the subsequent studies. The chapter on evaluation is a brief description of the four studies which will be reviewed in this paper.

The object of the "General Appraisal of the Adjustment Service" was to secure and present the opinions of competent observers on the effectiveness of the organization the service had set up. Three observers,

1. Jerome M. Bentley and others. The Adjustment Service Series. New York: American Association for Adult Education. 1935.

2. Jerome M. Bentley. The Adjustment Service: A Report of an Experiment in Adult Counseling.

an educator, and industrialist, and a social worker, were invited to spend a week at the Service making an appraisal of the worth of the Adjustment Service as a whole--its organization, its personnel procedure, and its effect upon the individual and upon the community. Each report is unique in itself in the manner in which the observations have been summarized. Critically and in an unbiased manner the strengths and weaknesses have been pointed out. All observers were favorably impressed by the reception techniques, the selection and training of the counselors, and all agreed that the organization as a whole was effective and that it was meeting its objectives as well as it could under the prevailing conditions. The chief adverse criticism was that the Service did not do enough vocational placement. It was also suggested that there should be greater community cooperation and that a definite system of follow-up should be instituted.

Following the suggestions made by these appraisers, a comprehensive follow-up program was launched. Three reports are devoted to this large scale follow-up appraisal. The first of these is "Clients' Opinions of the Adjustment Service." This study reports the attempt to learn what the clients thought of the help

1. L. S. Hawkins Clients' Opinions of the Adjustment Service.

they had received and the extent to which they had acted upon the suggestions made to them. The results showed that about two thirds of the clients felt that the service had been of value especially in giving them a better understanding of themselves. The information on the clients was gleaned from a questionnaire sent to 2,829 clients selected from the first 3,000 cases who came to the Adjustment Service.

Using this same questionnaire, a second study, of a more comprehensive nature, was made of a selected group of 100 clients. This is the study reported by Miss Seipp,^{1/} a graduate student of Teachers College, Columbia University. Every bit of available case record material was used. This was supplemented by data from the questionnaires and, in some cases, from personal interviews with the clients.

The purpose of this case record study was to determine to what extent these selected clients had made a satisfactory adjustment toward a chosen goal. Initial progress toward a goal, rather than the final outcome of the counseling, was the basis for the evaluation.

It was found that about 57 per cent of the clients studied, had adopted some definite objective commensur-

1. Miss Seipp, A Study of One Hundred Clients of the Adjustment Service.

ate with their abilities and interests, and were experiencing satisfaction in the pursuit of that goal.

One purely statistical study was made of the clients who had registered at the Service. A detailed report of the characteristics of the clients is presented in the volume entitled, "Ten Thousand Clients of the Adjustment Service."^{1/} Included in this study are the age and sex of clients, where they lived, their nationality, number of dependents, their previous contact with social agencies, educational status, occupational history, types of problems presented, and the kinds of suggestions made by the counselors.

The purpose of this study was to give a detailed description of the clients as a basis for further evaluation. These basic figures were needed to define the group studied.

This study presented data essential to the appreciation of the work of the Adjustment Service. The report has shown the essential resemblances and differences of these individuals, together with some facts regarding the services rendered them.

A study of the Boston Y. M. C. A. Counseling Ser-

L. Garret L. Bergen and John F. Murphy, Ten Thousand Clients of the Adjustment Service.

vice was made by Frank Burt.¹ From the 1500 young men who had taken advantage of the service, 100 were selected for the purpose of making complete case histories, including their test results, reports from counselors, their educational history, their work history, and the direct and indirect results of the service. The reactions of the counselors, as reflected in their answers to a questionnaire, are included in Burt's study. On the whole his paper is a good source of information on the Job Counseling Service performed at the Boston Y. M. C. A.

The object of this study was to determine whether or not the Job Counseling Service had done the job for which it was intended and whether it has earned a well-defined place in the community. The service served men from the ages of 18 to 35 and attempted as a result of these findings to adjust the men more successfully to life particularly through advanced education and choice of suitable vocations. It was found that the Job Counseling Service is doing a worthwhile work in the community, and one that will merit continuance and expansion.

Six months after receiving the first clients, the

1. Frank A. Burt, "Certain Results of the Job Counseling Service of the Boston Y. M. C. A." Unpublished Master's Thesis, Boston University, School of Education, 1930.

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New Haven Guidance Service^{1/} made an evaluation study of their clinic. Fifty cases were selected for complete case studies. Notes were taken from the case records as they had been recorded by the counselors, and each client was personally interviewed by the writer of the study. The material elicited from these evaluative interviews, added to and checked against the data in the folders, forms the core of the study.

The purpose of the study was to ascertain what goals had been set by the clients and how nearly they had been achieved. The responses from the interviews were tabulated and from these it was concluded that the large majority of clients had achieved at least a step in the right direction of attaining their goals which had been set up at the Service.

Miss Coo, the author, points out the value of such a study as hers, by saying that vocational counselors know far too little of the results of their labors, and are generally so preoccupied with routine counseling and office duties that they neglect important matters of research and follow-up. Findings and conclusions of follow-up and research would aid materially in helping counselors set standards and perfect techniques.

1. Beatrice H. Coo, "The Adult Guidance Service of New Haven. An Evaluation Study," Occupations, VIII (February 1940). 323-342.

No part of a study, made at the Young Women's Christian Association of Boston,^{1/} is devoted to an evaluation of the counseling service performed by that agency. The main object of the study was to investigate the facilities available in the city of Boston for counseling young women, and to propose and outline a community guidance service. However, the section devoted to the appraisal of the Y. W. C. A. Counseling Service is well worth reviewing. A careful study was made of the case records of all clients who had come to the bureau during a seven month's period. These records were analyzed in detail to find out who the clients were in terms of their background i.e., age, residence, education, religion, economic status, nationality, and the problems they presented. To supplement this information, a questionnaire was sent to 1178 clients, but no follow-up was made of those who did not reply. The statistical summarization is based upon 351 replies which represents about 30 per cent of the total number of questionnaires sent. Based upon the findings from her questionnaire, Miss Lewis concluded that the clients had been helped in making

1. Hazel E. Lewis, "An Investigation of Facilities for Vocational Adjustment and proposals for a Guidance program for Out-of-school Young Women of Boston." Unpublished Doctor's Thesis, Harvard University, School of Education, 1935.

better vocational choices, in finding new jobs, and in learning to use the resources available for aiding them in the solution of their problems. According to the girls' own statements, they felt more confident in themselves, and felt that they had a better knowledge of their own qualifications as a result of the counseling.

Robert Cole^{1/} attempted a two-group control technique in evaluating the guidance service of the Boys' Club of Worcester, Massachusetts. Two groups, each composed of 100 members of the club, were studied in 1931. One group had received vocational guidance; the other group had enrolled in the club's educational department but had not received any counseling. Compared on the basis of age, intelligence, class grades, school marks, physical development, health, industriousness and behavior, parental education and occupations, nationality, and social and economic status, the two groups were found to be very nearly alike. In 1936, the same sort of a comparison was made. In this experiment, the group differences were more pronounced. School attainment was greater in the advised cases; school retardation was more pronounced in the non-advised

1. Robert C. Cole, "Evaluating A Boys' Club Guidance Program," Occupations, XVII (May, 1939), 711-716.

cases. The unadvised were without work, on the whole, more than were the advised. Considerably more of the advised than unadvised had jobs that could be considered as offering better opportunity for vocational advancement, and their weekly earnings were higher. There were more changes in employment or jobs in the unadvised cases. Nearly five times as many advised boys expressed satisfaction with their work than the non-advised. In social behavior, it was found that one advised boy against eleven unadvised had been adjudicated a criminal or a delinquent during the five-year period under consideration.

The general conclusion was:--Whereas the two groups were quite comparable in 1931, by 1935 the advised group had gained a distinct advantage over the unadvised group with respect to every factor measured.

The foregoing brief summaries of previous studies has been presented to indicate how follow-up studies have been carried out. Variations in procedure and manner of obtaining information has been in evidence. Some of these studies are of more general value than others but all have been suggestive and helpful, directly or indirectly, in the administration of this follow-up study.

CHAPTER IV

THE GROWTH OF THE DEPT.

Historical Development of the Counseling Service.-- In a study concerned with an analysis of clients' opinions of counseling received, it seems desirable to provide an overview of the department in which these clients were served. References to some of the major developments culled from the annual reports of the director will serve to indicate how the services of the department have been extended to meet new needs.

Under the direction of Professor Warren F. Jewell and members of a faculty committee, the Department of Student Counseling and Religious Activities was created by President Marsh in September of 1921. The department was organized for the purpose of serving students seeking counsel upon personal, educational, vocational, religious, and ethical problems, and to relate such students to those who could best assist them to meet their difficulties.

The principles adopted by the committee at the time of organization were as follows:

1. Boston University Annual Reports of the President and Treasurer of the University. 1922 (October 1922)

1. Each student is different and requires individual consideration.
2. Relate the student whenever necessary to the objective and purpose of the University.
3. Utilize the valuable results of experiments in the use of tests and measurements in counseling.
4. Refer to departmental representatives all departmental problems.
5. Utilize the expert service in student counseling that our university affords.
6. Discover motives that help the student to solve his own problems.
7. Follow-up these students wherever possible.

The number of students who have come either voluntarily or by referral to the department has increased greatly since its inception. During the first year, according to the director's annual report to the president, ^{1/} six hundred individual students had called, and received counsel. Reading the list of problems presented that first year was the choice of a vocation.

An important step was taken during the second year, when, with the close cooperation with the Bureau of Appointments, a personnel form was developed to be filled out by the students in all of the colleges of

1. Boston University Annual Reports of the President and Treasurer of the University. LVII (October 1932).

the University. Many students who filled out the form were referred to the counseling office for consultation on their vocational choice. This phase of the work has been considered by the students to be rendering them a large service, not only in placement, but in helping them make vocational plans.

The depression years forced an ever increasing and expanding demand upon the counseling department. During the year 1933 a new project was launched for the purpose of helping students find their own way in the choice of a life career. This was done in cooperation with the deans of several departments and the Bureau of Appointments. A questionnaire was distributed on registration day of the second semester. Although there was no compulsion about filling out this form, over four hundred students requested interviews. The questionnaire dealt mainly with vocational problems confronting the student body, and their necessary preparation for it. An opportunity was given them to come to the department for a battery of tests that they might better appraise their own vocational possibilities. The response was such that even with added assistance, the department was unable to care for at least one hundred students who expressed a desire for a personal interview. Many of the students, recipients of the testing and counseling service, expressed both verbally and in writing their sin-

core appreciation of this guidance. Besides vocational problems, many students came to the department for guidance on problems of a more personal nature.

It was during this year, 1933, that the high school counselling service was adopted. One school was visited, upon invitation, for the purpose of assisting the juniors and seniors to see more clearly their scholastic problems in relation to their vocations. This pointed the way to a service which the university has since adopted and by which they are rendering a great deal of assistance to these high schools, and are developing a close relationship between the schools and the University as a whole. The years following have resulted in an ever increasing development in high school-college relationships.

In cooperation with the Deans of several departments, and the Bureau of Appointments, a new plan for student interviews was undertaken in 1935 for the purpose of helping students in the difficult task of choosing a life career and in solving their problems. The essential feature of this new development was the introduction of a cumulative personnel record, that would assist the Bureau of Appointments in making recommendation to future employers when a student became a candidate for a position.

In 1936, the demand for testing and guidance service was extended in two ways. First, to school systems, and second, to churches. Not only did this work render a service to the students served, but it tended to extend the influence of the University to centers which send pupils to Boston University. Many parents, hearing of the service in the high schools, came voluntarily to the department for counsel about their high school sons and daughters.

Impetus was given the testing service, when in the year 1937, an advisory Personnel Committee, composed of twelve faculty members, was appointed by the president to place the testing service on the soundest psychological and educational basis possible and also to serve as a coordinating agency. A leaflet describing the kinds of tests used was prepared to familiarize the student body with the work which was being done. Three hundred and two students were tested in this year. The conferences were approximately three hours in length. The most prevalent areas of student problems were educational and vocational.

The year 1938 saw an even greater increase in the number of students who came in for testing and for interviews. According to the director's report^{1/} there

1. Boston University Annual Reports of the President and Treasurer of the University. 1937 (October 1938)

were 1,057 individual students who came to the office for interviews and approximately 2,291 tests were administered. It was during this year, also, that the service was extended to colleges and universities outside of Boston University.

The types of personal difficulties most frequently encountered were vocational decisions and educational problems. Because of the increased demand for testing and scoring of tests, the International Business Test Scoring Machine was leased in 1936. This was the first machine leased to a Massachusetts university. With the cooperation of the College of Business Administration, it was possible to continue the rental of this machine which has helped materially in facilitating the vast amount of scoring which has been necessary. Since Boston University is one of the few institutions around Boston having one of these machines, it has been able to extend the scoring service to many schools and colleges that are doing testing in their guidance departments.

The guidance service to schools has been continued and the number of results coming to the department for testing increased considerably. The director, in his 1941 report, states:

due to unemployment, scores of results,

1. Boston University Annual Reports of the President and Treasurer of the University. LXVI (October 1941)

most of these college graduates have sought the services of our testing division because they found it sometimes necessary to change their occupation. Such persons have generally sought information about vocational opportunities, the training and abilities required for the fields in which they were interested.

Having once accepted the plan of encouraging adults, or non-university clients, to avail themselves of the testing service, it has seemed advisable to continue with this phase of the work. A large majority of these cases have been high school students from surrounding towns who have recognized the need for a better appraisal of their own aptitudes and abilities before deciding upon their ultimate vocational goal.

Aims and objectives.-- In order to determine to what extent the Department of Counseling Service is meeting its objectives in respect to its non-university clients a brief statement of the aims and objectives is herewith presented.

According to the definition that, "Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon it, and progress in it," the Department of Counseling does not profess to select, scientifically or otherwise, the one and only right vocation for an individual. It aims rather to assist in making the right choice by giving

the client a better knowledge of his own assets and limitations and how they might be used most effectively. In the final analysis the choice of a life career should be made by the individual, that choice, naturally, being within the possibilities of achievement, yet one which will call upon the client's best abilities. Recognizing the limitations of tests, general fields of occupations are usually suggested to clients. Valuable as tests might be in selecting a life work, they have not yet attained the place where specific occupational choices can be made. That the Counseling Service can assist an individual in making a choice, on the basis of tests, is one of its main objectives.

Because guidance should be a continuous process, and because the contact with the individual should not terminate with the counseling interview, the Department of Counseling Service offers its assistance to its clients at any time that they may wish to return for further guidance and testing.

Testing and Counseling Procedure.-- Tests for each individual are selected on the basis of the need and problem presented by the client. Each counsellee is given, on the average, about six tests. The procedure followed for each client who makes an appointment for testing and counseling is as follows:

1. Preliminary interview.

2. An appraisal of educational, employment, and other achievements.
3. The selection of objective, and psychometric tests which bring to the individual a knowledge of his abilities, aptitudes, and interests.
4. An interview for the interpretation of the test results.
5. Suggestions for remedial measures and programs.
6. Follow-up interviews.

The counseling service of Boston University has been developed to meet not only the needs of its own students, but also students from other schools and colleges, and adults who desire to receive professional guidance upon vocational, educational, or personality problems. Its services are available to secondary schools and religious groups, as well as individuals.

CHAPTER V

METHODS AND PROCEDURES

Selection of the cases.-- As stated in the preface, chapter, this study is an attempt to determine the degree of satisfaction attained by the non-university clients who came to the Department of Counseling Service for vocational and educational guidance, and from their responses to suggest possibilities of improving the service. It was found that between the dates of September 1, 1943 and September 1, 1944 there were 267 outside cases. Of these there were 100 males and 167 females.

TABLE I
DISTRIBUTION BY CASES

Classification	Males		Females		Total	
	No.	%	No.	%	No.	%
Questionnaire group	72	72	144	86.2	216	81
No counseling group	2	2	5	3	7	2.6
Clinical group	22	22	12	7.2	34	12.4
Special test cases	3	3	5	3	8	3
Total	100		167		267	

Out of the total 267 outside cases, the questionnaire was sent to 216 selected for study. Of these, 72 were males and 144 were females.

As noted in Table I the other 51 clients not followed up in this study include 35 persons referred to clinical workers, 2 persons who were lost, 145 did not return for counseling services, and 2 special test cases. Only those who had completed the service then by registering, completing the battery of tests, and receiving counsel at the department were included in the study.

Techniques employed.--- In order to secure as much information as possible on these former non-university clients, the case records were carefully inspected. A separate filing card was made out for each one of the 267 cases including their case number, addresses at time of registration, their age and sex, the problems they had presented, their intelligence quotients as measured by the Otis test if they had taken one, the date when they came to the department, and any other pertinent information. The cards were then sorted into the grouping as previously mentioned. Data from the case records will be quantitatively analyzed in a later section, entitled, "Data on the Clients".

To supplement the data, and to secure more up to date

information, a questionnaire and covering letter were devised and sent to the six selected clients. From this it was hoped to learn how they had responded to work for counsel, what they were now doing, whether or not the counseling had been of value to them, ways in which the department could be of further assistance, and what criticisms and suggestions they might have to offer for the improvement of the service.

A preliminary trial questionnaire was sent to fifteen of the more recent clients. From this nine replies were received. The responses indicated that needed changes in the questionnaire construction were in the form of the questionnaire rather than content. Therefore, it was felt that no differentiation need be made between the results of the first fifteen and those received from later solicitations. The questionnaire^{A/} and covering letter^{B/} together with a self addressed stamped envelope, were forwarded to the remaining 281 non-university clients who had registered between the dates of September 1, 1943 and September 1, 1944. Three letters were returned from the post office because the addressees could not be located. Percentages reported on the questionnaire group are based upon 213 cases.

-
- A. Appendix
 - B. Appendix

TABLE II

PERCENTAGE OF RETURNS

Mode of contact	Number	Per cent
Preliminary trial	15	7.0
Questionnaire	75	36.2
Card follow-up	30	17.8
Letter follow-up	20	10.4
Total	140	70.4

For those who may be interested in questionnaire studies, a schedule of returns has been included in the appendix. When the replies began coming in slowly, a reminder in the form of a post card was forwarded to those clients who had not responded. At this time the questionnaire returns of 90 or 45.0 per cent of all clients included in this study had been received. The card brought in an additional 30 replies or 17.8 per cent, making a total of 120 or 60 per cent of the total. Although this may be considered an adequate percentage for the purpose of this study, a second effort was made to secure additional responses. Another letter was

A. Appendix

B. Appendix

C. Appendix

composed. This accompanied by another copy of the original questionnaire, was addressed to the remaining 93 non-respondents. This proved to be worthwhile for 22 or 10.4 per cent more replies were received, making the grand total of all replies at the time of this writing 120 or 70.4 per cent, an adequate number for making this study.

CHAPTER VI

ANALYSIS OF THE DATA

Description of the Clients

The case records.-- In order to secure as much data as possible on the clients, the case records were carefully analyzed. All available information on the clients has been tabulated as a basis for answering the following questions:

1. Where did the clients come from?
2. How old were they?
3. How were they distributed as to sex?
4. How did they compare with the general population in intelligence?
5. What were their problems?

In some respects the available data were not complete, but the analysis has been made noting the nature of the incomplete information. The results of the quantitative analysis of data are presented in the following section.

Localities represented by the clients.-- The clients who called at the Department came from one hundred different localities. They include cities and towns in seven different states, two of which are outside of New England.

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It will be noted in Table III that the greatest majority of clients, approximately nine tenths, came from cities and towns in Massachusetts. Of those whose address is unknown, it is more likely than not that they too resided in Massachusetts. Other states, outside of Massachusetts, are represented by 22 different clients or 3.2 per cent of the entire number of outside cases.

Clients came from 25 different localities in the state of Massachusetts, five of which are different parts of the city of Boston. The total number of known cases from Greater Boston was 35 which is 18.3 per cent of the Massachusetts cases, and 18.3 per cent of the total number of outside cases. Known cases, outside of Boston, total 100 or 74.3 per cent of the total number. Cases from whom there is no information number 10 or 5.7 per cent of all cases. It is interesting to note that of the total number of cases from states, other than Massachusetts, 11 or 40 per cent came from the state of Maine. The rest were distributed among the remaining five states outside of Massachusetts.

It can readily be seen that the Department of Counseling Service has spread its influence in a fairly wide geographical area, but that the majority of the clients come from localities in the general vicinity of Boston.

Age and sex of clients.-- To answer the question, "How were the clients distributed with respect to age and sex?", two tables IV and V have been prepared.

TABLE IV

Age and Sex of Clients (all Outside Cases)

Frequency	Male		Female		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
11-15	44	44	10	6.0	54	19.7
16-20	60	60	11	6.4	71	27.3
21-25	3	3	24	14.4	27	10.1
26-30	2	2	6	3.6	8	3.0
31-35	6	6	4	2.4	10	3.7
36-40	1	1	6	3.6	7	2.6
41-45	0	0	1	0.6	1	0.4
46-50	0	0	1	0.6	1	0.4
51-55	1	1	0	0.0	1	0.4
Unknown	1	1	3	1.8	4	1.5
Total	100		167		267	
Mean age	16.3					

In ages the clients ranged from 11 to 55, the largest number, however, were included in the 16-20 age group. The mean age for the entire group was 16.3. This preponderance of ages under 30 is to be expected since the Department of Counseling Service does educational counseling primarily. Females outnumbered males for the total group;

in the model group their numbers were twice that of the males.

TABLE V

AGE AND SEX DISTRIBUTION
(questionnaire group)

AGE Group	MALES		FEMALES		TOTAL	
	N.	Mean	N.	Mean	N.	Mean
1-10	16	6.7	7	4.9	23	5.8
10-20	44	11.1	111	10.7	155	10.9
21-30	4	2.6	11	7.7	15	5.9
30-40	2	2.8	5	3.6	7	3.2
41-50	5	6.9	3	2.1	8	4.7
50-60	1	1.4	3	3.8	4	2.6
61-70	0	0.0	1	0.7	1	0.7
70-80	0	0.0	1	0.7	1	0.7
81-90	0	0.0	0	0.0	0	0.0
Unknown	0	0.0	0	0.0	0	0.0
Total	72		144		216	

Mean age 10.8

The questionnaire was sent to 216 clients, of which 72 were males and 144 were females. The mean age for the questionnaire group was 10.8 years. The number of females was exactly twice that of the males.

Intelligence Test Scores of Clients.-- The Army Intelligence Test was not found to be used consistently with all clients. The two most frequently administered were the Wechsler-Dvoretzky Adult Intelligence Test and the Otis Quick Reading Mental Ability Test. The latter is a paper and pencil test and the one which was most commonly used.

TABLE VI

Intelligence Test Scores of Clients of the
 St. Louis State Hospital
 (140 cases)

I. Q.		
Frequency		
100-105	1	
101-105	1	
106-110	7	
111-115	14	
116-120	17	
121-125	13	
126-130	15	
131-135	31	
136-140	8	
141-145	16	
146-150	6	
151-155	0	
156-160	1	
Total	140	
Median I. Q.	118	
Mean I. Q.	108.1	

The intelligence of the 140 clients for whom Otis test scores were available was above the average of the general population.

Problems presented by the clients.-- The questions which the clients brought to the department were characterized by such diversity that classifying them into definite groups is exceedingly difficult. For purposes of analysis an attempt is made to fit them into broad categories as follows:

1. Problems of educational and vocational planning--

a. Those who are now in the junior high school who came originally for the expression purpose of discovering the most suitable courses to take upon entering the senior high school.

b. Those who are now in the senior high school and wished to make an early and definite decision as to the type of college they should choose and for which they should prepare, or into what fields of specialization their aptitudes and interests might fit them.

c. Those who are now in a junior college and wished to find out whether they should plan to enter a four year college or prepare for the world of work.

d. Those who are now college students and came in for counsel about jobs or specialized graduate work.

e. Those about to enter the armed service who hoped the tests might point out to them what field of specialization would be in line with their general aptitudes and interests, and to formulate some plan of action to

follow after the termination of the war.

6. Occupational redirection- For disorientation, for one reason or another, was the most common reason presented by the adult group which came in for counseling. These clients, however, illustrate the particular reaction in which they were stuck or stuck about they might be stuck in some other field of work. They often desired a change because they felt that they could do better in some other job, but had no idea of what kinds of work they could do. Their knowledge of other fields was often quite limited in relation to their own abilities.

7. Problems of educational adjustment-

a. Those who were failing in school, or receiving grades which seemed to be too low for college preparation.

b. Those who manifested a special disability such as a reading difficulty or a mathematical handicap.

c. Those who needed help in improving their study habits.

d. Those who were seeking an agency specializing in remedial work.

8. Personality problems- Most cases which might be included in this category were not always labeled as such by the clients themselves. It was found, however, that a

personality difficulty was often the basis for the particular problems expressed by the clients. Under this heading might be classified such underlying causes as:

- a. Over ambition on the part of the parents for their child, as evidenced in a desire on their part to push the child beyond his own capabilities.
- b. Lack of motivation on the part of the client to carry out his plans.
- c. A sense of insecurity on the part of both parents and children.
- d. Lack of adjustment on the part of the individual which indicated the need for specialized help.

e. Special test cases- Inasmuch as the Department of Counseling Service is equipped to administer tests of a special nature such as the Leashore Musical Test or apt tests, some clients either came of their own initiative or were sent by some other institution for the purpose of taking one of these special tests. No counseling was given these clients, although their records are on file in the office of the department.

The writer recognizes the arbitrary character of the problems heretofore referred to and realizes that an arbitrary classification is well nigh impossible. Needless to say, there was much over-lapping and many clients presented problems which might fall into two or more categories.

TABLE VII

PROBLEMS PRESENTED BY THE CLIENTS
(All Cases)

PROBLEM	1946		1947		1948	
	No.	%	No.	%	No.	%
Occupational and Vocational Learning ----	41	41	114	68.7	154	61.8
Occupational Adjustment ----	8	8	24	14.4	33	12
Problems of Vocational Adjustment ----	15	15	4	2.4	23	8.9
Personality Problems ----	23	23	16	9.6	20	7.8
Special Test Cases ----	5	5	3	1.8	3	1.1
Total	110		167		267	

The problem most frequently encountered was that calling for assistance in the choice of a life career. Most of the clients presenting this problem were in the age group between 16 and 20, who came in during their last two years of high school, and wished to be helped in the selection of a college for preparation and training for their vocation.

REPLY TO CONCERNING

How the clients have been contacted. The Department of Counseling Service does no advertising with the exception of the booklet describing its services, and the report of its activities in the University Bulletin. It has illustrated, therefore, to learn how the clients become familiar with the department and how they are contacted in need of counseling. The responses to the question requesting this information have been tabulated in Table VIII.

TABLE VIII

HOW THE CLIENTS WERE CONTACTED

SOURCE	N.	%
Recommended by:		
Friends	12	12
Former clients	13	12.7
P. T. students	8	8.3
Suggested by:		
College professors	20	19.3
High school administrators	7	6.7
High school teachers	5	5
Finance directors	9	8.6
Church members	4	3.8
Physicians	2	1.9
Parents	13	12.7
Sister or relative	5	4.8
Community agency	1	0.9
Self initiative	31	29.6
Not stated	15	14.3
Total	140	

It is probable that those clients who stated that they

and been recommended by friends and have been referred by former clients. The Boston University students might likewise have been clients who had been tested. College professors have been grouped together, although a large majority of them were professors at Boston University. High school administrators include both principals and superintendents. Guidance directors include both those of high schools and colleges. It is quite striking to note the influence exerted by the church workers. These were for the most part ministers of the churches to which the clients belonged. One client stated that she had been referred by a nurse, but this case was grouped with physicians. Parents and other relatives played a large part in bringing the younger group into the department for testing and counseling. The question naturally arises as to why there were so few referrals from community agencies. A suggestion might follow that there should be greater cooperation between the department of counseling service and agencies in the community which it could serve. The working of the question might possibly be the reason for the great number of clients who gave no reason for coming on, or who said they knew more about their attitudes, masculinity, femininity, or just an interest in tests. One client said she had read about the service in the Boston University catalogue. Another stated no specific note of referral, these cases were all grouped

under the heading of "own initiative". This particular question may have been interpreted to mean "any" instead of "own" by the clients who answered the question in this manner.

Employment.-- It is interesting to note the relatively small number of these clients responding to the questionnaire who stated that they were at present gainfully employed.

TABLE 13
CLIENTS CURRENTLY EMPLOYED

STATUS	No.	%
Full time employment-----	39	36
Part time employment-----	6	4
Total employed	45	40

Of the total 130 clients, only 45 or 35 per cent are working either in a full-time job as a means of livelihood or in a part-time job while attending school. Thirty nine or 30 per cent are engaged in full time employment, whereas six or 4 per cent are working at a part time job. Seventeen clients, or 37.8 per cent of those employed stated that the counseling had helped them in choosing their work.

* Based on number replying to questionnaire.

positions held by clients.-- The clients were asked to name their positions and employers. The following is a list of positions held; the name of the firm by whom they are employed has not been included in this report. The information is, however, available in the office of the Department.

CONFIDENTIAL REPORT OF 1942

Full Time

Industrial visitor	Office clerk
Language teacher	Owner (1)
Secret agent	Private secretary
Cost analyst	Accountant and switch-
Director of publicity	board operator
Driver	Radio, Tel (2)
English teacher	Steward (2)
Form filler	Secretary (2)
Field secretary	Food tester
Junior investigator	Staff vice-chairman
Kitchen man	Storekeeper (2)
Laboratory chemist	Substitute teacher
Lawyer	Teacher, elementary school (2)
Latin teacher	Truck driver
Mail clerk	Typist
Hotel clerk	Unemployed
	Yeoman

Part Time

Clerk and mechanic
 Clerk in store
 Church and settlement worker
 Courtesy worker
 Auditor
 Secretary

Conclusion.-- It will be noted that the number of clients attending school for graduate or those who are employed.

TABLE A

CLIENTS ATTENDING OCCASIONAL INSTITUTIONS

Line Institution	No.	Per Cent
Colleges and Universities	34	55.0
Junior colleges	8	12.8
Academies	10	16.3
High schools	27	43.9
Total attending--	79	126.0

Table A indicates that approximately three-quarters or 55.0 per cent of the clients who responded to the questionnaire are now attending, or occasional institutions of some kind. Of these, 34 or 55.0 per cent are college students; eight or 12.8 per cent are attending junior colleges; ten clients or 16.3 per cent are attending academies. A large proportion, numbering 27 or 43.9 per cent are still in the public high schools.

Twenty-nine or 47.9 per cent stated that the school had been definitely indicated to them, whereas 50 or 79.0 per cent of those attending school said the suggestions had been helpful in its selection.

Factor on number replying to questionnaire.

INDEPENDENT SCHOOLS

Colleges and Universities:

Allen College
 Brown University (10)
 Colby College ()
 Cornell University
 Harvard University (10)
 Kansas University, . . .
 Middlebury College (10)
 Northern Iowa University (10)
 Norwich University
 Oberlin College
 Penn State University, Penna.
 Rhode Island School of Design
 St. Lawrence College (10)
 Williams College
 Yale College, Jackson
 Vanderbilt College, Tenn.
 University of New Hampshire (10)
 Wesleyan College
 Worcester State Teachers College
 Xavier College

Specialized Colleges:

Boston Veterinary Training School (10)
 Deane School of Physical Education
 Electric Terepoco School
 The Fisher School
 Interdenominational
 Northwestern Normal School
 Nurses Training School

Junior Colleges:

Cambridge Junior College
 Colby Junior College
 Green Mountain Junior College
 Mount St. Mary's Junior College
 Russell Junior College (10)
 St. Johns College, Mo.
 Westwood Junior College

1920-1921 (1000-1000)

Q. 1901

1. 1st Academy
 2. 2nd Academy
 3. 3rd Academy
 4. 4th Academy
 5. 5th Academy
 6. 6th Academy
 7. 7th Academy
 8. 8th Academy
 9. 9th Academy
 10. 10th Academy
 11. 11th Academy
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 100. 100th Academy

tools:

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 Franklin High School
 Jackson High School
 Berlin High School
 Worcester High School for Boys
 Dover High School
 Everett High School
 Hudson High School, (1)
 Lee High School, (1)
 Lexington High School
 Fairfield High School
 Marshfield High School
 Merrimack High School
 New Bedford High School
 Middlebury High School
 Newton High School (2)
 Norton High School
 Randolph High School, (1)
 Rockland High School
 Salisbury High School
 South Norwalk High School
 South Norwalk High School (1)
 Taunton High School (1)
 Weymouth High School (1)
 Weymouth High School (1)

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Watkins, J. H. 1902, p. 3.

Goals and objectives of clients.-- It seemed desirable to secure the clients' responses regarding their future plans and if their plans had any relationship to the counseling they are receiving. Table II is a tabulation of the replies to the question dealing with their vocational goals.

TABLE II
VOCATIONAL GOALS OF CLIENTS

Goal:	N.	%
Yes, this is my goal	50	46
No, I am not sure of my goal	5	4.5
Total of replies	55	46.5

An analysis of the responses to the questionnaire revealed that about one-half or 46.5 per cent of the clients are positive. The questionnaire here either working toward a new goal or were continuing with the goal which they had set for themselves. These two actions to continue with the plans they are contemplating expressed as reaction for the confirmation received at the time of the counseling.

Source on affirmative responses to question.

Specific benefits received from counseling.-- The clients were asked to designate, by means of a check list, the various ways in which the counseling and testing had helped them in gaining a better understanding of themselves or of opportunities open to them. The response to this question was the least satisfactory of all those solicited in terms of the number responding.

TABLE III

PERCENT RESPONDING TO CHECK LIST
QUESTIONS CONCERNING BENEFITS

NAME OF BENEFIT	N.	%
Better understanding of:		
abilities-----	10	20
interests-----	25	50.0
attitudes-----	70	70.0
personality-----	34	68.0
Better knowledge of:		
educational opportunities-----	27	19
occupational requirements-----	31	50.7
educational opportunities-----	34	44.6
occupational requirements-----	13	12.0

According to the clients' opinion they experienced the greatest degree of benefit in a better understanding of their abilities and attitudes. Dissemination of occupational information is indicated to be, by the response to this question, a weakness of the counseling service.

Each of number replying to questionnaire.

Future services contemplated for the clients.--- The Department of Counseling Service aims to continue to serve any client who wishes to return for further counsel or help. To what extent the clients felt the need for further testing or counseling is indicated in the following table of replies. It has also been noted the number who felt that they had received adequate assistance.

TABLE XIII

REPLIES TO QUESTIONS REGARDING FUTURE SERVICES (Affirmative)

Question	Definitely		Possibly		Not necessary	
	No.	%	No.	%	No.	%
Do you feel the need of additional specific tests?	24	16	7	4.7	85	56.6
Would you like to go back over the test results to see what further plans might be suggested?	60	40	15	10	31	34.0
Do you feel the need of more detailed information about the occupation we suggested?	31	20.7	0	0	40	32.6
Do you feel the need of more detailed information about the school we suggested?	10	6.7	0	0	41	27.3
May we look forward to a visit from you in the near future?	50	33.3	10	6.7	29	19.3

Fewer clients responded to the questions regarding future service desired than to any other single question on the questionnaire. Personal letters were sent to those who stated definitely that they would like to avail themselves of the opportunity to secure further testing and counseling, suggesting that they make an early appointment. Several clients indicated that they did not feel the necessity for additional tests, stating they were satisfied with the help they had received.

Only 24 or 16 per cent of those responding definitely felt the need of additional tests of a specific nature; 56 stated that they did not feel it necessary. A total of 60 clients indicated they would definitely like to go back over the test results; an additional 15 thought that possibly they might like to do this. From this it can be deduced that the Department might look forward to continuing its services to approximately 50 per cent of their former clients. A very small percentage of the clients felt that they were in need of more detailed information about other occupations or schools that had been suggested to them. A visit in the near future might be anticipated from 50 or 60 former clients. Several others made comments to the effect that they would like to return after having completed their present year at school.

Degree of benefit.-- A second inspection of the questionnaire returns was made to determine what percentage of all clients reporting indicated personal benefit of some kind from the counseling they had received. Figures I and II graphically shows the percentages.

Percentage Reporting Some Benefit



FIGURE I

Percentage Reporting No Benefit



FIGURE II

It is gratifying to note the large number of clients who reported that they had received some degree of benefit. A total of 134 or 89.3 per cent felt that they had been helped in some manner. Only 16 or 10.7 per cent of the clients definitely felt that they had not been helped.

Opinions expressed by clients.-- The last three questions asked the clients to express in their own words their reactions and opinions of the counseling they had received. Question number 13 asked the client to offer criticism regarding the services. The fourteenth question asked them to state the kind or kinds of help which they had hoped to get but perhaps did not get. In question 15, their suggestions for improving the services were solicited.

For evaluative purposes these three questions may be considered to be of greater value than the statistical findings because they are the direct expression of the counsellee's feelings. Numerical tabulation of facts are important, but if the service is to build upon past experiences, an openminded attitude must be taken toward the client's reactions to the service.

It is the opinion of the writer that the comments which were made reflect a fairly reliable measure of the general opinion of the clients as a whole. That the responses and reactions from the 30 per cent who failed to return the questionnaire would have been is impossible to determine. There is always the possibility in a questionnaire study that those who do not reply fail to do so because they do not care to register their dissatisfaction. However, the wording of the questionnaire and

letter invited an honest and frank appraisal on the part of the clients regarding the value of the services.

Most of the responses were fair and unbiased; a few reflected dissatisfaction with the service which obviously had not dealt constructively with the problem the client had presented.

Many clients, in returning the questionnaire, added unsolicited comments about themselves and about the service. Several included letters expressing either appreciation or dissatisfaction. That the department of Counseling Service is succeeding in convincing former clients that it desires to perform a continuous service, is borne out by the fact that many clients expressed an appreciation of the interest shown them, and that many stated that they had been made to feel that they might return for further help when needed.

In attempting to set up a criterion for judging the value of a guidance service, the subjective opinions of the clients may not be entirely valid. Yet, the testimonies offered, be they commendatory or critical, deserve much consideration in the appraisal of any guidance program.

Classification of Responses.-- Because of the diverse nature of the responses, varying in content and subjectivity, a statistical classification is naturally difficult to make. But while not completely adaptable to quantitative analysis they do reflect some degree of similarity. Unfavorable criticisms or suggestions included in the three questions may be grouped in the following categories, arranged in numerical importance.:

41 clients, or 27.3 per cent, said that the deductions made were too general or varied. They had expected to have a definite vocational or educational plan pointed out to them.

16 clients, or 10.6 per cent, felt that the service was incomplete, in that they should have liked to have a written report giving the results of the tests and suggestions or recommendations made.

12 clients, or 8 per cent, questioned the adequacy or the value of the tests.

10 clients, or 6 per cent, stated that they had hoped to have more definite help in correcting the faults that had been pointed out to them.

7 clients, or 4.6 per cent, suggested that there should be greater cooperation between departments, and between the department and other agencies.

5 clients, or 3.3 per cent, commented on the surroundings, indicating lack of proper testing facilities, poor lighting, and the need for quiet rooms in which to take the tests.

5 clients, or 3.3 per cent, felt that they were hurried and did not have time enough between test, thus lessening their ability to do their best work.

5 clients, or 2 per cent, suggested that more publicity should be given to the service because too few students knew about it.

Miscellaneous suggestions comprise the remainder of the criticisms made. Some merely stated that they did not feel that the counseling had been particularly helpful in their case. Minor suggestions were given by other clients.

Criticisms made by clients.-- Representative of the answers to the question, "What criticism would you make as a result of your experience as a client?", are the following selected comments:

"In my case you weren't very specific, but perhaps that was because of my characteristics."

"I hoped to find a specific occupation to devote all my interest--but do not believe not finding it was the fault of the service at all."

"Deductions made were a little too general."

"Was given specific advice, better understanding of personality, but not enough on correcting faults."

"I did not find out the results of my tests."

"You didn't give a very wide range of vocational opportunities for girls."

"Suggestions were too varied."

"I think there should be more oral tests and less written ones."

"Not enough time in between tests."

"Greater cooperation between the departments would be more desirable, I should think."

"Needed more definite help in getting a job, but realize this is not an employment office."

"I can only say that it helped me choose my vocation and definitely started me in something I enjoy."

"It so happened that I received exactly what I needed in every detail, personal and vocational. It also so happened that it was the most satisfactory counseling that I have had to date. I had accepted a job outside of past experience and I wanted assurance that I had a chance to succeed if I applied myself. I received this assurance as well as a much greater knowledge of the field of publicity."

"Believe you did an outstanding job in my particular case; possibly I feel that a qualified answer rather than a 'yes' or 'no' would reveal more accurately personality traits."

"The results were helpful to me in enabling me to choose a vocation that I am more happy in than the former choice I made."

"I have none, I wish I had come earlier."

"I think your bureau is very fine and have recommended that several friends go to you."

"The tests were given very efficiently. I have no criticism."

"It was very helpful and I would have gone ahead if the family hadn't interfered."

"I think the service is an excellent project and should be continued."

"Only favorable criticism of a very fine and helpful service. I think it helped me considerably in finding out what my main interest was."

"No criticism, I was very well satisfied."

"Wish opportunity were offered to high school students, for had I taken tests then, my life would have been entirely different."

"Your counseling was the finest and most complete to be had."

Kinds of help expected not received-- In replying to the question, "What kind(s) of help did you hope to get but perhaps did not get?", the following comments have been selected from those made by the clients.

"I hoped an occupational field would be set before me, yet I am still confused as to what I want to be."

"I expected to have my abilities pinned down, not only to a certain field but to a specific phase of that field."

"Had hoped for information regarding right type of position and help in obtaining it."

"I didn't know, but was curious to know if it (teaching) would lead to other work."

"More specific information."

"Did not find out exactly what I should do."

"I hoped to learn more about my not too good personality."

"I discovered my chief interests but not my ability or any way to get any nearer my ambition."

"I would have liked to have had shown up in the tests a definite leaning in just one direction. However, I hope that in time such will be the case."

"Knowing how to concentrate more on studies."

"Your tests proved that I should excel in Social Service. I do not care for it--more specific."

"Concrete suggestions for remedying the one defect discovered."

"The results were as I expected, but no solution was definitely found."

"Specific occupations."

"I wanted to obtain from you a specific line of study."

"I got exactly what I expected. Nothing more or less."

"The tests and interview were entirely satisfactory and helped me in every way."

"I wanted to feel more confident that interior decorating was my aptitude, was assured."

"Not sure, because I did not come directly for help, but got all the help I wanted."

"I received the help I was looking for."

"None, I think almost everything was covered."

"Received a clearer understanding of abilities and aptitudes of which I was uncertain. Am entirely satisfied with results."

"I wasn't expecting or anticipating anything and was grateful for any assistance."

"I was very much pleased with the help I received."

"I did get just what I hoped for."



Suggestions offered by the clients.-- Following are a few of the representative remarks made by the clients in answering the question, "What suggestions have you to offer for improving our services?"

"The only thing I could suggest is that there be some definite and well-lighted room in which to take the tests. Perhaps you have that at your new address, but I remember that we had to move from one place to another while we were taking the tests, because the room had to be used for something or somebody else. It made it rather hard to concentrate; but other than that, I can think of no other suggestion."

"For service-men, it might be helpful to suggest certain correspondence courses which might help the men to 'feel out' prospective courses while in the service and thereby be better prepared to decide on what field they are interested in."

"More counseling on the subject of personality."

"I would allow more time between tests because the tension makes you very tired and at the end of the morning tests, one isn't as particularly careful about his answer as he was in the beginning."

"By all means issue some kind of result sheet with blanks filled in as to aptitudes, personality traits, recommended colleges, etc. This would serve as a guide to my counselor at school, as well as giving my parents a better idea as to what went on and to help me refresh my memory."

"Bring in more people who could tell clients about his aptitude in relation to business opportunity, and what requirements he must meet."

"A longer period of time to talk over results of tests privately. No doubt it's the right thing to do, having your parents in on the results, but I know that I'd rather have them tell my parents and I separately. Not the personality test though, I liked the way she talked over my personality privately with me."

"As for improvement, I think, as in my case, where the student is faced with narrowing down a rather wide field--specific tests could be very valuable after the definite goal has been selected."

"Not opportunity enough for all students to make use of your services. Not enough information about your department facilities known to students."

"I would suggest that if it could be done that the rates for this work be lowered somewhat."

"It would be nice if you gave us a paper showing the results, as it is hard to remember so much at a time from hearing it spoken."

"Some of the preference tests are inclined to be dull. Whether you could do anything to correct this I do not know, but improving it might increase the accuracy of your tests."

"More pleasant surroundings."

"To do this properly, I feel needs the personalities of several persons--a sort of round table discussion--in which the men available to the subject are sufficiently experienced in those fields of work in which they might be interested."

"A delving into positions in armed forces that client has aptitude for."

"To insure the validity of the tests, I suggest that there be a repeated performance of the tests--this would provide a more sound basis for the judgment of the individual's emotional behavior."

"None, except special quiet room in which to take the I. Q. tests."

"I believe a written report (not complete) would be helpful for future reference. A statement of what your department would advise the client to pursue. Other than that I can think of no other suggestions."

"I would have no suggestions for your improvement as long as you realize fully how much what you say will influence each person's life that comes to you for help, and do your best in each case."

"By and large this is an excellent service and one that should be given more publicity, too few students know about it."

"I was very well satisfied with your service and appreciate it very much."

"I made a major decision in my life as a result of the counseling I received and have been so glad ever since that I can think of no suggestions for improving the services. You have my gratitude if not my suggestions."

"If these tests could be made compulsory for all students either graduating from high school, or freshmen in college, I think there would be less "occupational misfits." Oftimes there is a glamour attached to a certain vocation that is lost when the student gets a taste of any practical work. "

"None, my experience with your office was an exceedingly pleasant one."

"From my experience, I was deeply gratified for the sincere and inspiring advice received. This is an excellent institution."

"I was well satisfied with your service. It seems very complete to me."

Unsolicited comments not included in questionnaire.--

Several clients added comments or remarks for which no request had been made. That they felt the urge to do this is very encouraging, and these few illustrations indicate the spontaneous reactions of the clients.

"Thank you for your kind interest in me. I hope I have been of some help, because you certainly have been a big help to me."

"All in all I know they (the tests) helped me a great deal. When first suggested to me, I rebelled, but after taking them and hearing the results it made things seem a lot clearer to me where before I had a million different ideas in my mind, on what I was suited for, or what I like or would be good at. Now I'm straightened out along these lines, and feel as though I knew where I was going."

"I went to your Counseling Department knowing I was dissatisfied with my present employment but not knowing just what I wanted to do. I was advised to try a few short courses in various fields to determine where my interests lay. Since I am employed in essential war work, I have been able to take only two short courses, but I am still exploring, and planning to take another course next month. The counseling was particularly helpful in pointing out my abilities and aptitudes. Since I was only looking for such implications, I feel that it was very helpful."

"I'm still somewhat at sea as to my future, but the tests did help in finding out that I prefer to work with people. I have decided to look into occupational therapy where I can combine art work and psychology. I believe your tests have helped, to a degree, my decision in this."

"The results of my tests showed I should be in business involving work with and for people. It also showed a very low mechanical ability. On the strength of the counseling report I was given a transfer from the tabulating department to the claims where they are training me as a junior investigator."

"In my case, the information you gave me led to the same conclusion I had already reached. This is the only reason your test did not help me much. I feel that I must work my problem out myself. Time alone will tell."

"I feel that there are many persons in jobs today and there will be many more in the future who will be misfits, and who will be looking for really constructive suggestions such as yours."

"I certainly do wish your service could be available to more people--they don't know what they're missing in finding their right niche in life without all the years of trial and error."

"Personally I was disappointed in the tests as I had hoped they would reveal definite aptitudes and abilities. You have made us feel that we could return to you any time for further counsel."

"One of the first suggestions made to me was to get away from home for a while. Upon following this suggestion, I am now living with relatives in New York. I've been extremely happy since I've been here, both in my job and at school. I've been here since September, and received a small promotion at work recently."

"I've made a beginning toward something new but still feel like a problem school teacher at times."

"It was suggested to me that I get personal help, rather than vocational, and I think I would possibly profit from that. My personal problems have been very bothersome lately."

CHAPTER VIII

THE EVALUATION

As a result of this study and the observations made during its development, the writer ventures her personal evaluation and appraisal of the Department of Counseling Service of Boston University.

Statement of principles and objectives.-- The objectives of the Department of Counseling are in accordance with the definition of vocational guidance as set up by the National Vocational Guidance Association, namely, that of "assisting the individual to choose an occupation, prepare for it, enter upon it, and progress in it." Its aim is to give the client a better understanding of himself; opening his eyes to the broader field of opportunity, and assisting him in the preparation of the field for which he as an individual is most suited.

In meeting these objectives the Department of Counseling Service makes no pretence of selecting for the individual a definite and specific vocation because it recognizes with full knowledge of the limitation of tests and their interpretation that to do so would be unfair and dishonest to the client, and that in the final analysis the decision of a life career should be left to the individual.

Scope of the service.-- Both individual and group counseling and testing is offered by the department. Its services are available, not only to the students of Boston University, but to other students and adults who desire to receive professional and experienced guidance upon important vocational, educational, and personal decisions. It is also available to secondary schools, colleges, as well as community groups. A greater emphasis is placed on educational than vocational guidance and counseling. This fact is borne out by the preponderance of clients who presented problems dealing with a choice or selection of a college or institution of higher learning and by the number of clients who stated in answering the questionnaire that they had received more benefit in the selection of a school than they had in acquiring a better knowledge of occupational information.

The department offers other types of services than the testing and counseling of groups or individuals. School systems, planning to initiate guidance services, may obtain the aid of the department personnel in building a suitable and adequate guidance program. Many faculty members are prepared to give lectures to schools, Parent-Teacher Associations, and community organizations on problems of vocational and educational guidance. Church

groups are requesting the services for young people who desire assistance in solving their personal and vocational problems. In cooperation with the office of School and College relations, a low cost group-testing service is offered to high schools. During the past year the department has recognized its responsibility to men and women who have been mustered out of the armed services. A complete counseling and testing service has been available free of charge to all veterans who have applied for admission or readmission to Boston University. Free testing has been given all veterans who have been referred by either the Veteran's Reception Center or the Veterans administration.

Another service, worthy of mention, is the test-scoring service made available to any school or group doing large-scale testing. Boston University is one of the few educational centers equipped to score psychological tests by the use of the International Business Test Scoring Machine.

Study of the clients.-- The department has an unusually wide assortment of standardized tests and other measuring instruments for scientifically studying the client. The staff is constantly on the alert for new and better

tests. In selecting the tests to be administered, careful consideration is given to the client's particular problem. It is not the policy of the department to administer a core battery to all clients regardless of their needs. Due consideration is not, however, always given to the qualifications of those who are detailed to administer the tests. It is the opinion of the writer that no one should administer tests to any individual until he has had sufficient experience in test administration and test interpretation. Standardization in test construction and interpretation requires uniformity in their administration. It is most desirable, to be sure, that students in psychometrics courses be given the opportunity to gain worthwhile experience in the counseling department, but more supervision should be given to these students, in many instances.

The personal interview with the clients when the test results are interpreted and deductions and suggestions made is of utmost importance. The author feels that those responsible for this counseling are well qualified and well trained in the use and interpretation of standardized tests. Sufficient time is usually allowed for the interview, but it might be suggested that the clients return for a second interview after he has had time to assimilate and put into practice some of the suggestions and recommendations made at the time of the counseling interview.

1. The first part of the document is a letter from the President of the United States to the Congress.

2. The second part is a report from the Secretary of the Treasury on the state of the Union.

3. The third part is a report from the Secretary of the Navy on the state of the Navy.

4. The fourth part is a report from the Secretary of the War on the state of the War.

5. The fifth part is a report from the Secretary of the Interior on the state of the Interior.

6. The sixth part is a report from the Secretary of the Agriculture on the state of the Agriculture.

7. The seventh part is a report from the Secretary of the Commerce on the state of the Commerce.

8. The eighth part is a report from the Secretary of the Education on the state of the Education.

9. The ninth part is a report from the Secretary of the Health on the state of the Health.

10. The tenth part is a report from the Secretary of the Labor on the state of the Labor.

11. The eleventh part is a report from the Secretary of the Finance on the state of the Finance.

12. The twelfth part is a report from the Secretary of the Justice on the state of the Justice.

13. The thirteenth part is a report from the Secretary of the State on the state of the State.

14. The fourteenth part is a report from the Secretary of the War on the state of the War.

15. The fifteenth part is a report from the Secretary of the Navy on the state of the Navy.

16. The sixteenth part is a report from the Secretary of the Interior on the state of the Interior.

17. The seventeenth part is a report from the Secretary of the Agriculture on the state of the Agriculture.

18. The eighteenth part is a report from the Secretary of the Commerce on the state of the Commerce.

19. The nineteenth part is a report from the Secretary of the Education on the state of the Education.

20. The twentieth part is a report from the Secretary of the Health on the state of the Health.

21. The twenty-first part is a report from the Secretary of the Labor on the state of the Labor.

22. The twenty-second part is a report from the Secretary of the Finance on the state of the Finance.

23. The twenty-third part is a report from the Secretary of the Justice on the state of the Justice.

24. The twenty-fourth part is a report from the Secretary of the State on the state of the State.

Records and reports.-- A lack of comprehensive personal data on the clients was one of the most obvious criticisms which might be aimed at the service. An excellent coded filing system is in operation; a separate folder, containing all tests taken, is easily located for each individual case. More information regarding the clients' previous experience, educational history, his home and social environment, his economic status, and other pertinent information would have been most desirable. No biographical or personal data sheet was available for many of the clients. The home address would not have been on file in many instances had it not been that some tests request this information and the clients had filled in blanks on the test.

Adequate reports to the clients are another deficiency. In all fairness to the department, it should be stated that for those clients for whom a report was made and filed, no criticism could be made. They were complete and well written, easily understood by the reader. The fact that many clients, in replying to the questionnaire, requested a detailed report of the results of the tests and the interview, would further substantiate the suggestion that the reports are inadequate.

Follow-up procedure.-- Up to the time of this writing there has been no organized follow-up of the clients



which the department has served. Lack of follow-up has been recognized as a common weakness in guidance agencies but objective evidence of the value or lack of value of the service should by all means be on record.

Cooperative service.--- The Department of Counseling service makes no claim to being completely and wholly self-sufficient. One of the purposes of the all-university personnel committee was to serve as a coordinating agency for the all-university personnel activities. Therefore, in principle at least, the department cooperates to a large extent with other departments of the University. This is evidenced by the large number of students from all divisions who come voluntarily or by appointment to the counseling service. Experience and observations on the part of this writer, would lead to the suggestion that the facilities and opportunities offered by the department should be more thoroughly publicized and made available to the graduate and part-time students of the School of Education and the College of Liberal Arts.

In summarizing the sources of referrals for the outside cases, the author was impressed by the paucity of referrals to the department made by other community organizations. One shortcoming of the department might

be its lack of community cooperation.

Physical lay-out.-- The surroundings within which the tests are by necessity administered are most unattractive. Inadequate space is allotted for individual testing. It is necessary to move individuals from place to place while they are in the process of taking a battery of tests, and often it is virtually impossible to find a room that is not being occupied. There is only one small room set aside for individual testing and frequently clients must be escorted to the basement to a poorly kept seminar room. The group testing room, as such, is not conducive to concentrated effort on the part of the testees. It is located in too close proximity to the scoring room where the cery noise of the almost constantly operated scoring machine is most disconcerting to anyone trying to concentrate. In this same room, is also housed the testing material and the case records. Conversation between counselors and testers can be heard through the partitions when they are discussing matters concerning the department. One, and sometimes two typewriters are operated in this room, adding to the confusion of the testers.

The writer, in making this criticism of the surroundings, is refraining from including this as a reflection of the services rendered, but attention should be called

toward those undesirable features with the hope that improvements can be made in the future. The department is to be commended for being able to perform as valuable a service as it has under the existing conditions, and testees and testers, alike, to be commended on their cooperation.

Results of the counseling in terms of clients served.--- In view of the fact that approximately 90 per cent of the clients who responded to the questionnaire expressed some degree of benefit derived, it can well be concluded that, by and large, the Department of Counseling Service is meeting its objectives in relation to its outside clients. Specific instances in which there seemed to be no apparent benefit have been pointed out in the section dealing with the analysis of the data. Obviously the clients felt that they had received more benefit from the educational counseling than from the occupational counseling. A much larger percentage of the clients are attending schools than are at present employed. Approximately one half of the clients stated that they were working toward a goal as a result of the counseling received. A disappointingly small number of clients responded to the check list soliciting specific ways in which the counseling service had been helpful. A check on the

Whole questionnaire revealed, however, that although many clients did not check that they had ^{been} helped in these specific ways, they stated in other questions that they had been so benefitted.

As a result of the questionnaire about 40 per cent of the clients have expressed a desire to return for further help when needed. That the service has made them feel that they are welcome to return is a most promising indication that the department is performing a continuous guidance service.

The Department of Counseling Service has been remiss and negligent in making clear what its objectives and aims have been. Far too many clients expressed that they had anticipated having a definite vocation outlined for them. Their request for a written report, in the opinion of the writer, entirely justifiable. Their critical comments regarding the validity or value of the tests may have deeper implications than is within the scope of this study to determine. Further research may be made on this point. Other suggestions and comments made by the clients have been given due consideration in other parts of this paper.

CHAPTER VIII

RECOMMENDATIONS

Based upon the analysis of the questionnaire data, the inspection of the case record, and the evaluation made by the writer, the following suggestive recommendations are proposed:

The personal data sheets.-- Improvement in construction and content is needed in both the biography sheet used for Boston University students and the one used for outside cases. If necessary the form might cover two pages, so crowding of writing is not necessary. The space allotted for the address should indicate street and city or town. Nationality should specifically indicate whether it is desirable to know the national descent of the individual. School grade should be so stated on the blank that, for older clients, the total number of years attended should be in evidence. The term "grade average" is misleading. According to correct educational terminology the words marks and grades should not be used interchangeably. By the term grade is meant the "successive group of pupils in their progress through the school and should be used exclusively for this purpose. The term mark is accurately descriptive and has but one use which is clearly understood." Church affiliation should be so stated that the client will designate

1. Franklin W. Johnson, "Educational Terminology", School Review, XXIII (June, 1924), 407-8.

the particular church to which he goes, not merely Catholic or Protestant. A double sheet folded in the middle may eliminate the cause for neglect on the part of the clients to fill in the back of the data sheet as has often happened unless a special check was made. The personal data sheet might include a space for recording test results. The student blank is especially poor in spacing.

The case records.-- The need for more complete case records is definitely indicated. An improvement in the personal data sheet will add material to the case records. Also, included in the folders should be a definite statement of the problem which the client presented and the suggestions made by the counselors. A summarized, psychometric report of the test results, giving both raw scores and percentiles should be included in every client's folder.

Reports to clients.-- Further research and study is suggested on this point. The writer is not suggesting a definite form to be adopted by the department. The demand for a written report, however, giving the results of the tests and the interview justifies its recommendation.

Information to clients.-- The clients should be informed at the time of registration what the department is able to do and what it is not able to do. If necessary, a leaflet stating its aims and objectives might be presented to the clients. This should eliminate misconceptions, and unwarranted expectations on their part.

Quarters.-- More testing space is needed. Facilities for individual testing are glaringly inadequate. Ample opportunity should be given for privacy in counseling. All testing rooms should be kept in order and should be dusted before clients are invited to enter them. Their attractiveness could well be improved. Ventilation should be checked before and during the testing procedure.

Follow-up.-- All clients, university students, as well as non-university cases, should be made to feel that an interest is being shown in them and that their contact with the department does not cease at the time of the counseling interview.

Cooperation and coordination.-- Schools and colleges, not having a guidance program of their own, should know of the services of the department. Their pupils and students should be referred for help on educational, vocational, and personal problems. Other community agencies might, likewise, receive help. This suggestion is a limiting one in that the "red feather" agencies should refer their cases to the Y.M.C.A. and the Y.W.C.A. who also offer vocational testing for a smaller fee.

An ideal for which to strive would be to have more cooperation with industry and business whereby experts might offer to give lectures or otherwise provide up-to-date, accurate information on specialized occupational requirements and opportunities.

An even greater degree of coordination with other departments of the University might be manifested. Graduate students of the School of Education who are taking courses in vocational and educational testing should by all means be given an opportunity to participate in the activities of the department. A special invitation, if necessary, should be extended to them to visit and have access to the services which the department is qualified to render.

Library of occupational information.-- A more complete occupational-information file is needed. Space for this should also be provided. It should be made available to students of the University and to outside clients who wished to learn more of the occupation or vocation of their choice.

Publicity.-- Without over-stepping the bounds of ethics, the Department of Counseling Service could publicize its valuable services to more people and in a wider area. By all means every graduate and undergraduate student should be able to tell friends and relatives about the work that is being done.

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Name_____Date_____

Address_____Town_____State_____

How did you happen to come to the Department of Student Counseling?_____

Are you employed now?_____By whom?_____

What position do you hold?_____

Was this type of work indicated to you?_____

Are you attending school?_____If so, what institution?_____

Was this school indicated to you in the interview at our office?_____

Were our suggestions helpful to you in your selection of a college_____

Training Institution_____

Are you definitely working towards a new goal or vocation as a result of our
counseling?_____What is the new objective?_____

In what way was the counseling service most helpful to you?

Better understanding of your:

abilities_____interests_____aptitudes_____personality_____

Better knowledge of:

educational opportunities_____educational requirements_____

occupational opportunities_____occupational requirements_____

Do you feel the need of additional specific tests?_____

Would you like to go back over the test results and see what further plans might
be suggested?_____

Do you feel the need of more detailed information about:

the occupation we suggested_____

the school we suggested_____

May we look forward to a visit from you in the near future?_____

What criticism would you make as a result of your experience as a client?_____

What kind(s) of help did you hope to get but perhaps did not get?_____

What suggestions would you have to offer for improving our services?_____

Please use other side of this paper if necessary.

Boston University
Department of Counseling Service
178 Newbury Street
Boston 16, Massachusetts

My dear

Within the past year you have been a client of our Counseling Service. We now would like to ask you for some information which will aid us in meeting the needs of future clients. By returning the enclosed questionnaire as promptly as possible you will be doing us a great service.

Our first reason for asking for this information is that we are interested in you and what you are doing. We want to know if our counseling helps you to make a more satisfactory adjustment or aided you in the solution of your problem: ---educational, vocational, or personal.

It is through frequent appraisals of our service that we can determine the value of our work. We want your honest opinion that we may build up a program that will be of greatest assistance to the growing numbers who are coming to us for counseling.

The information you give us will be kept strictly confidential. Therefore, we urge that you be perfectly frank and say anything you wish on this questionnaire. If you, from your subsequent experience, have found any of our suggestions outstandingly helpful or not, we should like to be told of this. Above all we want to hear from you.

Guidance must of necessity be a continuous process until we have actually made satisfactory educational and vocational plans. Therefore we want you to feel free to return to our office at any time for further discussion of test results. It isn't possible to draw a life plan in a single interview. Additional tests may be indicated to make the picture more complete. We shall be happy to help you whenever you are interested.

No postage will be necessary if you use the enclosed stamped envelope. Won't you please help us to make this study of greater value by returning your blank at your earliest convenience? We shall be looking forward to serving you again in the future. Please note our new change of name and location.

Sincerely yours,

Warren T. Powell
Director

CASE FOLLOW-UP

Sometime ago we sent to you a letter and questionnaire about our counseling service. We did this because we are interested in our former clients. Up to the present time we have not heard from you. We realize that these are busy days but we would greatly appreciate it if you could take the time to fill out the form which we forwarded to you. In the event that you have mislaid the original form we shall be very glad to send you another copy if you will write or call our office. Your considered opinion will be most valuable to us in improving our services. On that account we hope you will find time to send us the information requested.

Sincerely yours ,

Warren T. Powell, Director
Dept. of Counseling Service

LETTER FOLLOW-UP

March 2, 1945

My dear

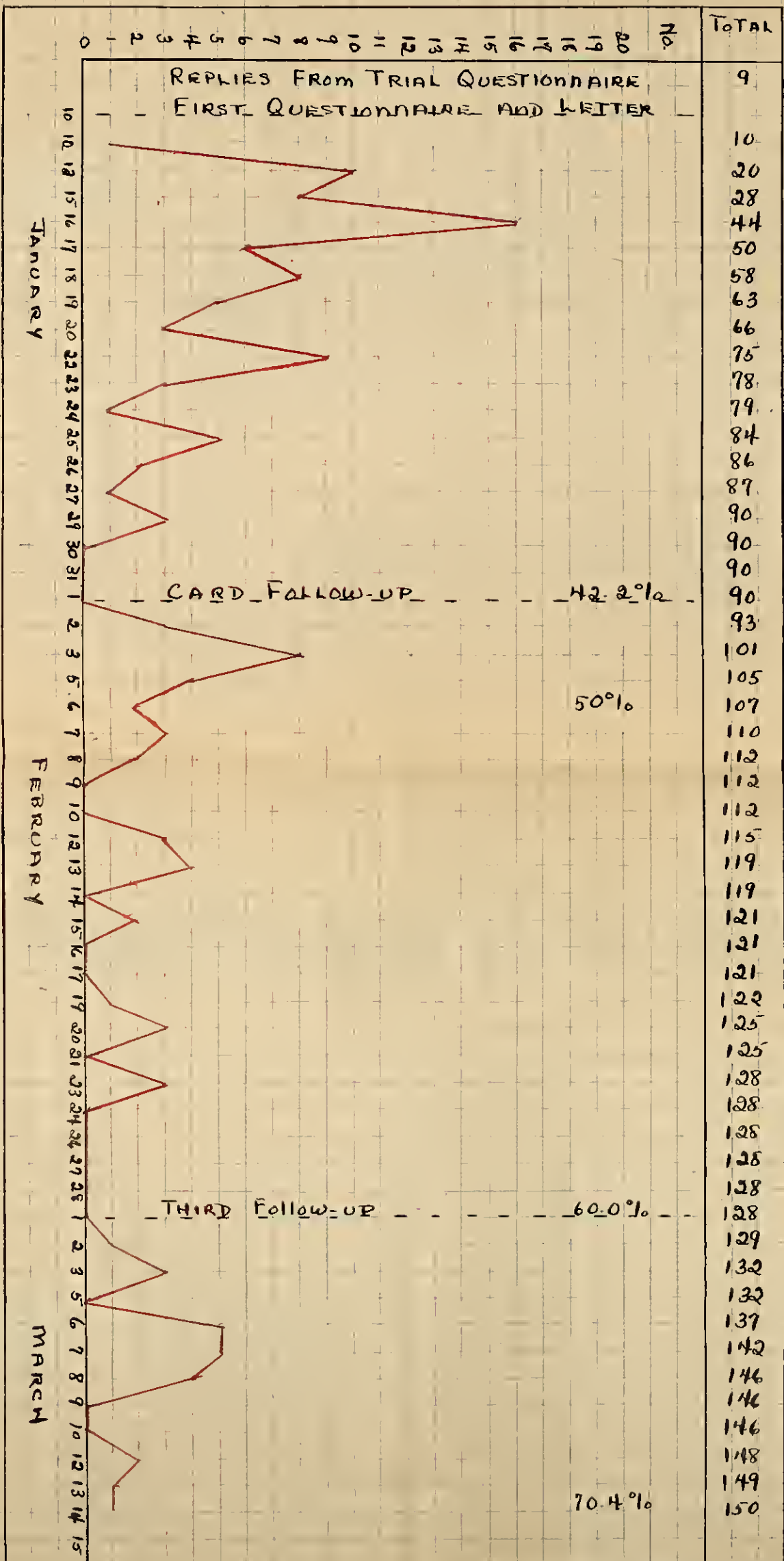
May we kindly ask you again to fill out the enclosed questionnaire and return it to us? It is our only way of keeping in touch with our non-university clients. If you do not care to offer either criticisms or suggestions, please answer or check those questions telling us what you are now doing, and ways in which our testing and counseling was most beneficial.

Our policy is to make our service a continuous one for those who have come to us for guidance. Therefore, we urge you to return for further help at any time, remembering that there is no extra charge for additional tests.

Sincerely yours,

Warren T. Powell
Director

GRAPH SHOWING DAILY RECEIPT OF REPLIES



BOSTON UNIVERSITY, DEPARTMENT OF STUDENT COUNSELING

34 Exeter Street, Boston, Massachusetts

Form B.

I. GENERAL INFORMATION

Name: (last) _____ (first) _____ (middle) _____ (age) _____

Home Address _____ Tel. _____

Date and Place of birth _____

Nationality _____ Race or color _____ Religion _____

Name of School _____ Address _____ Grade _____

II. FAMILY HISTORY

Father

Mother

Name _____

Education _____

Occupation _____

Place of birth _____

Years in U. S. _____

Deceased _____

Separated _____

Number of brothers _____ Ages _____ Occupations _____

Education _____

Number of sisters _____ Ages _____ Occupations _____

Education _____

III. HEALTH

Height _____ Weight _____ Physical handicaps _____

Condition of health _____ Previous illnesses _____

IV. EDUCATION

Course of study (Acad., Col., Com., etc.) _____ Grade average _____

What subjects do you like best? _____

Do you wish to go to (Four-year College) _____ (Junior College) _____ (Special) _____

In what school activities do you participate? Name them:

Sports _____

Clubs _____

Offices _____ Honors _____

V. INTERESTS

What books do you like best? _____

What magazines do you read? _____

How often do you see a movie? _____ What type do you like best? _____

Church affiliation _____ Member? Yes() No()
Do you attend church? () Regularly Do you attend Young People's meetings? _____

() Sometimes

() Not at all Do you hold an office? _____

What are your hobbies? _____

Do you take any lessons outside of school? Music, dancing, art, etc. _____

VI. VOCATIONAL

Name (1) the positions (jobs) you have held, paid or voluntary, and (2) check those which you liked

a. _____ ()

b. _____ ()

c. _____ ()

d. _____ ()

What one or two things do you enjoy doing more than anything else? _____

Do your parents urge you to enter a particular vocation? _____

Following is a list of different types of work: (Check one in each pair if you are interested)

Outdoor work() Dealing with people() Directing others ()

Indoor work() Working with things() Following directions()

What three occupations have you considered at one time or another: (List them in order of preference)

1. _____

2. _____

3. _____

BOSTON UNIVERSITY, DEPARTMENT OF STUDENT COUNSELING

84 Exeter Street, Boston, Massachusetts

Form A

Check your department C.L.A. _____
S.E. _____
P.A.L. _____
R. & S. _____
C. M. _____
C.B.A. _____

I. Personal Data

1. Name: (last) _____ (first) _____ (middle) _____ Class year _____
 2. Date and place of birth _____ Married or single _____
 3. Home address _____ Tel. _____ Local address _____ Tel. _____
 4. Type of home community: Village _____ Town _____ City _____ Population _____
 5. Nationality _____ Race or color _____ Church affiliation _____
 6. Religious training: Yes _____ No _____ How long _____ Where _____
 7. Height _____ Weight _____ Physical handicaps _____ Condition of health _____
 8. Parents _____ Father _____ Mother _____
- | | | |
|----------------|--|--|
| Name | | |
| Religion | | |
| Education | | |
| Place of birth | | |
| Deceased | | |
| Years in U.S. | | |
| Occupation | | |
9. Number of brothers _____ Ages _____ Number of sisters _____ Ages _____
 10. Are there any conditions which might interfere with your success in college? _____

11. To what extent do you have to support yourself while at college?

	0%	25%	50%	75%	100%
Room and board					
Tuition only					
Other expenses					

How do you plan to accomplish this? _____

12. What positions have you held, paid or voluntary?

Position	Nature of work	Liked	Disliked	Reasons for leaving	Employer

II. Educational Data

13. What schools have you attended since graduation from high school? _____
14. What school subjects did you like best? _____
Why? _____
15. What achievements in the past few years have given you most satisfaction? _____

16. In what extra-curricular activities did you participate last year? Name them: _____

(See other side)

17. In what community activities did you participate last year? Name them: _____
- Will you continue any of these this year? _____
18. Check the kinds of college activities in which you plan to participate: (1) Religious _____
(2) Cultural _____ (3) Social _____ (4) Athletic _____
19. What avocations or hobbies do you have for your leisure time? _____
20. Check the kinds of activities outside of college in which you would like to participate:
(1) Religious _____ (2) Cultural _____ (3) Social _____ (4) Athletic _____
21. How many hours per week do you spend in the following activities:
(1) Commuting _____
(2) Work (paid or unpaid) _____
(3) Extra-curricular activities _____

III. Vocational Data

22. Have you chosen your vocation? _____
23. If yes, what vocational field do you plan to enter? _____
24. At what age did you make your decision? _____ Is this your first choice? _____
25. Who has influenced you most in choosing your vocation and the particular field within it?
Parents _____ Teachers _____ Circumstances _____ Friends _____
26. Give the chief reasons for selecting your vocation _____
27. Have you ever had a course in occupations? _____ Where? _____
28. If you have not already selected a vocation, state the choices which you are considering
in order of interest _____
29. What are the chief problems confronting you in relation to your chosen vocation? _____
30. What do you consider your best vocational assets, i.e., qualities, abilities, etc? _____

[illegible]

BOSTON UNIVERSITY



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